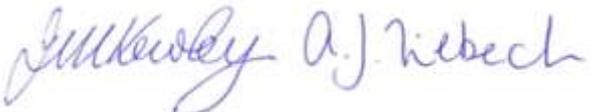


Bledington Primary School

Marking and effective feedback policy



Date of Ratification by FGB: 19.05.17 29.01.25	Updated 24.01.19 19.01.22 03.04.23 07.01.25	Signed: CO- HEADTEACHERS 
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All our policies are available at: <https://www.bledington.gloucs.sch.uk/policies/>

Safeguarding Statement

At Bledington Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bledington Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, *Review of Educational Research* March 2007, Vol. 77, No. 1, pp. 81–112)



Aims of this document:

To understand what feedback looks like in our school.
To support appropriate approaches and methods of feedback.

This policy must be:

- consistently applied
- manageable
- motivational

What is feedback?

Feedback is an important form of communication between the teacher and pupil, through:

- diagnostic comments and / or a code to make improvement;
- verbal discussion between an adult or child, or a discussion between children.

Reasons for feedback:

- to recognise, encourage and reward effort and achievement and celebrate success;
- to provide dialogue between teacher and child and provide appropriate feedback about strengths and areas to improve in their work;
- to improve a child's confidence in reviewing their own work and setting future targets;
- to indicate how a piece of work could be improved;
- to identify pupils who need additional support or more challenging work
- to develop quality through systematic feedback which is acted upon by the child
- to aid curriculum planning, teaching and learning.

How do we provide feedback?

To achieve a whole school approach, feedback methods have been agreed and should be age appropriate and developmental.

The nature of feedback

- Feedback may be oral or written, formal or informal.
- Feedback may be given on an individual, group or class basis.
- Feedback will often refer to the learning objective (I can) of the task.

Feedback methods / classroom practice:

- Self-marking: closed exercises may be reviewed by going through them together while children indicate success and correct errors, mistakes or incorrect answers;
- Focused Feedback: where written feedback is provided, time will be built into lessons for children to reflect on the feedback and to respond to it. This may be the whole or a section of the work – if a section has written feedback provided this will be indicated by a 'yellow box' (Appendix 1). The size of the yellow box is discretionary.
- Find and fix: adults inform pupils they have several answers incorrect and provide time for them to find and correct their mistakes;
- Improvements: annotation for non-negotiables using the marking code. Pupils will also improve their own writing using **purple** polishing pens.

- Live Feedback: immediate feedback which is diagnostic identifying specific areas to improve;
- Foundation subject feedback: In foundation subjects, the marking code will be used predominantly to show the pupil if they have achieved the I can. Teachers will have the same high expectations during foundation subject work as we do for the core-subjects.

It is our policy not to correct every error, but to focus on the main areas for improvement, based on the 'I can' or to highlight continuing mistakes. This is to ensure children are not demoralized but that they are able to focus their attention on the aspects most valuable to ensure their continued progression.

Success and improvement model:

- An improvement suggestion is written / asked for by the teacher to help the child know how to make the specific improvement.
- Classroom time is given for the children to act upon the improvement suggestion; the improvement may be written or oral.

All marking should be...

- **Meaningful**: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should adjust their approach and be trusted to use outcomes in subsequent planning and teaching.
- **Manageable**: marking is proportionate and takes into account the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.
- **Motivating**: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving work.

Conclusion

It is inevitable and desirable that children make mistakes and we acknowledge that this is an important element of learning. It is the teacher's role to be sensitive towards mistakes and to provide feedback in an appropriate way.

The purpose of this policy is to ensure that children feel confident about making mistakes as well as working to achieve a quality of work, which they can, as individuals, be proud of. This quality may relate to presentation, effort, original thought, tenacity and accuracy.

See next page for marking codes

Highlighted in green - I have met the 'I can' statement

Underlined in green - my teacher likes what I have done

Blue pen - I need to look at this or correct something

Blue Circle - Missing punctuation

Blue underlined - Spellings to correct _____

T - I talked about my work with the teacher

TA - I talked about my work with a TA

I - I worked on my own.

V - Verbal Feedback given

P - Peer supported

GF - Group feedback

S - Supply or Student

Using marking to be a better learner

Teachers mark your work to help you understand how well you have done with your learning intention.

Teachers give you feedback on your work using **green** to show you know how to be successful and **blue** to show the things you need to do to improve your work.

Your job is to:

- ✓ Listen to your teacher's advice
- ✓ Read your teacher's marking
- ✓ Complete any tasks or answer any questions your teacher has set.

Write your responses in

PURPLE/PINK pen